DOCUMENT RESUME

ED 371 999 SO 024 043

AUTHOR Bjerstedt, Ake
TITLE Teacher Training and Peace Education. Peace Education Miniprints No. 55.
INSTITUTION Lund Univ. (Sweden). Malmo School of Education.
REPORT NO ISSN-1101-6418
PUB DATE Jan 94
NOTE 45p.
AVAILABLE FROM R & D Group "Preparedness for Peace", School of Education, Box 23501, S-200, 45 Malmo, Sweden.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Interviews; Opinions; *Peace; *Teacher Education
IDENTIFIERS *Peace Education

ABSTRACT

The issue of what needs to be done in teacher training in order to prepare future teachers more adequately for the area of peace education provides a variety of responses from an interview study involving 50 international experts representing 22 countries. Part 1 discusses the question and summarizes the major aspects of the theme of teacher training and peace education. Part 2 gives a detailed documentation of the interview responses. (Author/CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 371 999

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. BJERSTEDT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TEACHER TRAINING AND PEACE EDUCATION

Åke Bjerstedt

What needs to be done in teacher training in order to prepare future teachers more adequately for the area of "peace education"? The present report discusses this question, primarily on the basis of data obtained from an interview study involving international experts.

Part I presents an attempt to summarize some major aspects of the theme, "Teacher training and peace education", while Part II gives a more detailed documentation of our interview responses in this area. This documentation contains replies from fifty experts representing twenty-two countries.

PART I

What needs to be done in teacher training in order to prepare future teachers for the task of "peace education"? In what follows, I shall briefly discuss this question, primarily using data from an interview study involving international experts carried out by our project, "Preparedness for Peace" (at the Malmö School of Education), but also including some results from another study conducted in our project.

Part I of this report presents my attempt to summarize some major aspects of the theme, "Teacher training and peace education", while Part II gives a more detailed documentation of our interview answers in this area. This documentation contains replies from fifty experts, representing twenty-two countries, with respect to the question: "What needs to be done in teacher training in order to prepare future teachers more adequately for the area of 'peace education'?" More information about the fifty experts is available in a separate report (Bjerstedt, 1993a).

Some questionnaire data from Swedish teachers

Let me start by presenting some data from another study – a questionnaire study of 460 Swedish teachers with special interest in peace issues, members of "Lärare för fred" ("Teachers for peace"). The questionnaire included a list of 32 possible problems or obstacles related to the task of peace education. The respondent should indicate *both* what he or she believed that teachers in general regarded as problems or obstacles ("teachers in general") *and* what his or her own judgment was ("my own view"). Answers from this Swedish group are illustrated in Box 1. The upper part of the box presents the alternatives most often chosen as problems or obstacles, while the lower part provides examples of frequencies for some of the other alternatives.

First, it can be observed that the choices are spread out over a broad spectrum; in fact, *all* 32 alternatives listed were noted as problems by some respondents. Nevertheless, it is quite obvious that the problems or obstacles that the Swedish teachers especially emphasize by means of frequent choices are within a specific area. They deal predominantly with lack of training ("shortcomings in teacher training", "too little or no in-service training") or lack of educational aids ("insufficient or superficial treatment of peace issues in textbooks"; "lack of teaching materials"). Hence, they deal with difficulties that, in principle, can be dealt with by taking special action.

For our special purpose in this report, it is worth noting that both of the two most frequently chosen alternatives deal with teacher training.

Box 1. Problems or obstacles related to peace education. The number of choices for alternatives in a list of 32 possible problems. Respondents: 460 Swedish teachers with special interest in peace issues.

Problem or obstacle	"Teachers in general"	"My own view"
Alternatives most frequently chosen		
Shortcomings in teacher training	233	213
Too little or no in-service training	229	206
Insufficient or superficial treatment of peace issues in textbooks	205	187
Lack of time	229	180
Compressed and ambitious curricula	247	169
Too little emphasis on and lack of continuity in dealing with peace issues in the curricula	177	167
Lack of knowledge when it comes to peace issues	226	157
Lack of teaching materials	205	155
Choices of other alternatives. Examples		
Parents	39	29
Colleagues	59	49
School administrators	42	34
Pressure from outside (e.g. negative attitudes in the debate, the mass media etc.)	60	35
Experience of being isolated and unsupported	115	108
The school as a system	82	89
The competition and the pursuit of grades	154	89

Difficulties as to educational methods	123	103
Doubt about the importance of peace education for world peace	148	31
Difficulties in talking about and handling the anxiety of the pupils with respect to the threat of war	90	64

The importance of teacher training for peace education; the need of increased efforts in both basic teacher training and in-service training

The importance of teacher training – indicated in the questionnaire study of Swedish teachers briefly presented above – is also quite often emphasized in the interviews with our international experts. James Calleja (Malta) says, for example: "Teacher training is extremely important. ... you cannot expect miracles in our classrooms, teachers have to be trained, they have to be given concepts and practice in peace education." Kathleen Kanet (USA) mentions both in-service and basic teacher training with emphasis: "First of all we have to legitimize the fact that the teachers have to continue to learn. When I was principal of a school back in 1969, I instituted that we would dismiss school one day each week at 1 o'clock and the teachers would stay on for three hours of in-service. ... Our in-service afternoon did enhance the quality of the school. ... Peace education should be part of the college or university. How could it not be? If I am making a case that peace education is quality education – it has to be."

The need for teacher training in the area of peace education is often formulated in relation to judgments of the present situation in teacher training in the country with which the respondent is most familiar. Our interviewees were not given any common, explicit question on the situation of teacher training in their own countries, but for many it was natural to talk in these terms anyway. The picture of the situation painted was then often quite similar from one country to another: Certain efforts are made in some places, but they are quite limited; so far, the average teacher does not get any real training in this field.

A few examples: Birgit Brock-Utne was given the explicit follow-up question: "Are any special contributions in this area being made at present in teacher training in Norway?" The answer was: "There are several courses, and the topic is mentioned in the curriculum for teacher training schools. In reality, however, it is quite left up to the individual teacher, and

I do not think one can say that any particularly systematic contributions are being made in this area at present."

Robin Burns (Australia) stresses the fact that this area has only been available as a special choice for those interested and that the number of training institutions offering such choices are few: "Peace education has, like every 'social' topic not specifically included in a discipline, been at best available as an elective part of teacher education at both pre- and in-service levels. By 1989 there were probably 10 teacher training institutions with such an elective – I'd doubt that there were more than 3 or 4 now, at most."

James Collinge (New Zealand): "It is certainly not done very much at present in New Zealand, apart from where you have a particular lecturer in a teachers college who has an interest in this area related to social studies or health. ... I think within teacher education there is a great deal of emphasis now upon helping people to work in democratic and cooperative ways. ... But I think that if you asked people in all the teachers colleges what has been done in peace education, they may well say not very much."

Petra Hesse (USA): "My college is very much committed to multi-cultural education... I feel I'm working in an environment where there is a strong commitment to train teachers to be peace educators, but I don't think that's generally the case. I feel there are some programs in this country that are very much committed to issues of peace and justice, but not many. ... I know that there are some school systems that actually bring in Educators for Social Responsibility for in-service training... I go to quite a few conferences of educators at the state or national level, and I have a sense that some of these conferences are attended by many teachers and have a lot of workshops on peace education, environmental education, and multi-cultural education, but I cannot tell you what percentage of teachers actually attend these workshops. There are definitively opportunities for teachers to learn about peace education, but I guess the spread is somewhat limited."

David Hicks (England) has worked especially in this area: "One of my early pieces of research in the mid 70s was about what teacher training courses existed that dealt with global issues, and there was an interesting mixture of geographers, historians, religious education teachers dealing with peace issues. But the mid 70s in England was also when teacher training was changing from a Teacher's Certificate to a Bachelor of Education degree, and with the tightening up that came in the B. Ed. degree, many of those courses disappeared. You would, I think, now only find them where you had an enthusiast in the college of education or university who particularly wanted to run a unit or a module on world studies. What I would like to see would be that for all students training to be teachers some

foundation course existed under a heading of global education. I hope that may still be possible at some future date." – When asked about in-service training in this area, David Hicks mentioned that projects like "World Studies 8-13" and other groups had often given in-service courses that gained fine reputations, but that in-service courses now are limited because of money restrictions: "I do know of one or two Local Educational Authorities that are running world studies in-service courses now, but time and money constraints are very much limiting what is possible."

Summing up, our peace education experts find teacher training for the task of peace education to be important, but so far carried out only to a very limited extent both in basic training and in in-service training. Hence, there is a great need for developing teacher education in these respects, around the world.

General strategy: The "didactic locus" of peace education within teacher training

In schools, peace education can be handled in a number of different ways in relation to the traditional "didactic space" of schools (cf. a discussion in Bjerstedt, 1993c). For example: (a) Peace education can be made into a special course (mono-curricular approach); (b) Peace-related issues can be handled by means of special efforts outside of the normal system of classes (extra-curricular approach or special-event approach); (c) Peace education can be seen as a common assignment for all, or several, school subjects (cross-curricular approach); (d) Peace education may be viewed as aiming at peace values and non-violent interaction with others, whereby the attachment to specific school subjects moves into the background (trans-curricular approach).

There may be similar variations in handling peace education in teacher training, especially the distinction between having a special course focusing on peace education (or a related area under other names) on the one hand, and dealing with how to promote peace education objectives in a number of different courses within teacher training on the other. Birgit Brock-Utne (Norway) finds a "double strategy" natural here: "... it is advantageous, for example, to address the question in various connections, e.g. within specific subject areas, like history. I also think, however, that it could be desirable to present peace education as a special course."

This issue is dealt with in passing in several answers, but it is usually not discussed in any great detail. However, it seems to be important to deal with

it explicitly for each system of teacher training in order to reach a reasonable division of labor and responsibility, accepted and agreed upon by all parties concerned.

Instructional objectives: Facts, concepts, awareness of connections

In planning teacher training for the teacher's task of peace education, it should be important to think through the instructional objectives on two levels. First, what should be the instructional goals for the school pupils? Second, how can we make sure that teacher training makes the future (or present) teachers well equipped to reach these goals in their work? It is, for example, not enough to make sure that the teacher trainees themselves have acquired global perspectives (to take one example among many possible); it is also important to give the teacher trainees the skills to promote global perspectives among their school pupils. This *two-level strategy* is in a way self-evident, but this complication may sometimes be forgotten in the details of curriculum planning and may therefore be worth mentioning.

As a startingpoint it should be natural to emphasize that one task of teacher training is to *heighten the awareness of* the teacher trainees of *the possibilities of peace education*. Elise Boulding formulates this in the following way: ... "teachers are not going into the classroom with any specific sensitivity or awareness that what they do relates to increasing the peacefulness of their society and the peace-making capacity of their students, *unless* that has been brought to their attention in their teacher training. The average teacher goes in neutral. Therefore it becomes important to utilize the period they are in teacher training to heighten their sensitivity and make them realize that what they do in the classroom can make an enormous difference to the society itself and to the children that they teach."

Further, "teachers do need to be *knowledgeable about the current world situation*", to quote another of our interviewees, Terry Carson. He continues: "Many people bring quite a bit of knowledge and concern. The job of future teacher training must be to capitalize on this and to show how that knowledge and concern might be organized and systematized for school."

Concepts and theories are obviously important when it comes to making the knowledge organized and to increasing the level of understanding. Stig Lindholm says: "As for the questions concerning the developing countries, we thought it was very important to explore contexts and structures.

Pictures of starving children and other things that aroused compassion were often used, and then we pointed out that you must also try to understand how things are connected. The same thing goes for the questions of peace. Among other things, I wish that, at least in teacher training, the different types of explanations within peace research were brought up. ... You should obtain a certain overview of the various theories that exist, so that you get the intellectual tools and can complement the emotional with an intellectual analysis."

Some concepts are especially valuable in helping us to focus our attention on important issues. The terms of "interdependence" and "common security" refer to such central concepts. Gerald F. Mische says: "Again I would come back to the importance of the concept of interdependence. When I speak to teachers or to administrators, I often say that there is a risk that your students today will come back after they graduate and say: 'Give us a substantial part of our tuition back, because you did not prepare us for the interdependent world in which we have to survive.' We seek to help teachers read the signs of the times in the framework of global interdependence to help them redefine the concept of security. ... significant progress can be made by helping people understand interdependence."

Psychological knowledge is important in two ways. First, many peace and war issues are better understandable with psychological knowledge, for example knowledge about prejudice and enemy images. Second, the teachers need psychological knowledge to understand pupils' views and how to respond adequately to these in teaching. (See, for example, interview comments from Terry Carson, Petra Hesse and Søren Keldorff.)

Instructional objectives: Skills related to conflict resolution and critical media analysis

Handling conflicts is a very basic peace education area; resisting propagandistic messages is another critical topic. Both are important in the peace education of school pupils as well as in the training of teachers. Both are also discussed by Petra Hesse in her interview answer: "It should be part of teacher training to take courses in conflict resolution. Student teachers should learn how to encourage age-appropriate conflict resolution skills and take classes on children's political development ... ... in the course of my media research I see how much propaganda children are exposed to. Children's education is not democratic, because they are not truly exposed to a whole range of positions or opinions, but are frequently indoctrinated

with information; they are not given alternatives to choose between. Teachers should ... definitely receive some kind of media literacy training, a training that enables teachers to encourage children to analyze messages from different media critically."

Several teacher manuals for training in more creative conflict resolution are now available, and it is very natural to arrange in-service training in close connection with such materials (among our interviewees, Linda Lantieri, Priscilla Prutzman and Tom Roderick have extensive experience with teacher training of this kind).

Instructional objectives: Values and readiness for action

When we apply ourselves to peace education, we are obviously not concerned only with knowledge, concepts and skills; our ambition is also to deal with value perspectives and readiness for action. Relevant value perspectives in peace education are indicated by formulations such as non-violence ethics, "global ethics" based on "human rights", and equality ideals. Further, the kind of readiness for action we would try to promote can be summarized in brief expressions, such as willingness and ambition to work for peace and against violence-based solutions, a broad field of responsibility, involvement in the development of the world society, readiness to work for justice, and readiness to develop and work for alternative visions in cooperation with others. (See, for example, a discussion of the goals of peace education, in Bjerstedt, 1993b, pp. 162 ff.)

The importance of values is mentioned by the interviewees in different connections (cf. for example the interviews with Anima Bose, Terry Carson and Celina Garcia) as are the problems of avoiding a feeling of helplessness and encouraging responsible action (cf. for example the interviews with Petra Hesse and Bogdan Rowinski). But fostering values and readiness for action is a task that is different from teaching for knowledge, and this brings us to some considerations of various educational approaches relevant for peace education.

Educational approaches: Some general aspects (implicit peace education, participatory approaches)

In peace education literature a distinction is sometimes made between explicit and implicit peace education, or between peace education as text and as context. *Explicit peace education* or *peace education as text* then refers to direct information on or discussion of issues of war and peace. *Implicit peace education* or *peace education as context* are expressions used instead when one thinks about the kind of education towards peaceful values and behavior that may result from experiencing and being a member of an open, gentle and dialogue-oriented school society (a school characterized by cooperation and freedom from authoritarianism).

It is important that these different types of education for peace are discussed in teacher training, and that the teacher students are encouraged not only to understand the meaning of a "peaceful school society" but also helped to find ways to contribute to developing such a school climate. One startingpoint can be to study texts by reform educators who have discussed and worked for school development in this direction, for example Maria Montessori and Paulo Freire (cf. the interview with Robert Aspeslagh). But modern treatments in education and psychology on cooperative learning, communication training and conflict solution training also contain advice and guidelines for such work (cf. for example the interviews with Morton Deutsch and Ian Harris).

In general, school teaching should, to a greater extent than is usually the case, *start from the conceptions, needs and initiatives of the pupils*; and it should be an important task for teacher training to demonstrate how this can be done.

Since one of the objectives of peace education is to stimulate readiness for action, it is also essential that school offer the pupils *action training in concrete projects*. Then it will also be important that future teachers be trained to work in this way with children and young people (cf. interview answers by Magnus Haavelsrud and Nigel Young, for example).

Some quotes related to the types of educational approaches referred to here may perhaps be useful:

"... one policy [in Educators for Social Responsibility] is this: Instead of talking about the community as part of peace education, we try to build a community. First of all, we'll never start a conference without going around among the participants listening to their wishes and expectations. We always try to model everything we talk about. We don't only talk about cooperative behavior, but we present teachers with skills for cooperation

they can both acquire for themselves and use with their students." (Susan Alexander.)

"I think what is involved is a basic restructuring of the way in which schools function. They have to become more collaborative institutions. ... This is an important task for teacher education and in-service training. As I indicated earlier, changing a classroom so that it emphasizes cooperative learning requires the teachers to learn many skills; how to monitor and intervene in the student work-groups to improve students' collaborative skills; methods of composing student groups and structuring learning goals so the groups are likely to work well together; how to develop curriculum materials to promote positive interdependence; how to create academic controversies within the cooperative groups; and ways of integrating the cooperative learning with competitive and individualistic learning activities." (Morton Deutsch.)

"Student teachers should learn how to ... foster children's political awareness and how to foster children's sense of political responsibility. As part of the schooling in democratic countries, I think it's important for teachers to know what we can actually do to foster skills in children that make them competent participants in a democratic process." (Petra Hesse.)

"What I would like to bring up for discussion in teacher training and in the continuing education of teachers is their role as models and examples, to make an issue of it and discuss how it is experienced by teachers themselves. I think it's important for teachers to be visible, but that's something that may come into conflict with the demand for objectivity. I think it's essential that teachers have the right to clarify where they stand. It would be confusing if they had to feign some kind of total neutrality. You shouldn't underestimate young people's ability to draw their own conclusions and take a stance." (Stig Lindholm.)

"I think that teacher students would have to work in real world projects. I don't think you can teach teachers to teach peace education. I think that they have to try it themselves. I don't think there is any substitute for that." (Nigel Young.)

Educational approaches: Some additional, diverse responses

Some of the interviewees offer a number of diverse responses with regard to the educational approaches. A few examples will be given here.

(1) Teacher training will profit from the availability of useful teaching materials, and it may be very instructive to have the teacher trainees or the teachers under in-service training devise teaching materials of their own during the training period. James Calleja says: "Teachers themselves can work on tuition models which they themselves can apply later on in the area. From my experience the moment a teacher is given a book or a text which is not directly related to the subject he or she is working upon, there might be complete rejection. It works better if the teacher himself creates his own material, based of course on other materials, but something which he himself has done and now feels he can put into practice. This I found to be more useful than any other methodology." (Cf. Toh Swee-Hin.)

(2) In order to promote multicultural awareness and understanding of in-group/out-group relations, arranging meetings between groups from different backgrounds is useful. This can, of course, be especially important where different groups have a history of inter-group hostility. Haim Gordon (Israel) says: "The training should promote encounters. The teacher training institutes, for instance, are separate in Israel for Jews and for Arabs, and there is no need for that. I would unite them. Even though students would learn different languages, they would at least have to live together and meet each other." – Also, more general experiences of other cultures are obviously instructive and help young people to broader perspectives. Douglas Ray (Canada) says: "We should do more to try to make it possible and even likely that many of our teachers would have experience of another culture, if possible in another country. Whether this is done as part of their teacher training or as part of their early teacher experience by exchanges of persons might be less important. I think the experience of actually living in another country for a period of time is much more important than merely studying about something in a book. This may be particularly important also for administrators, because the notion that our ways of dealing with problems are *the* right ways or the best ways is seriously open to doubt."

(3) Most countries still have a "culture of militarism" or a "paradigm of violence", that is, many people see violent behavior as the *natural* reaction when confronted with a major conflict, a view that is often reinforced by popular TV fiction. It is not so easy to proceed from such a paradigm to a "culture of peace" (where conflicts are confronted as problems to be solved – peacefully). Part of teacher training in this area would therefore focus on "unlearning" some common conceptions and attitudes, using various methods (such as brainstorming for alternative solutions and role playing). Some of our interviewees refer to these problems (cf. Anima Bose and

Alberto L'Abate). This is obviously a quite difficult and partly controversial area to work with. At the same time, this transition from a paradigm of violence to a paradigm of peace must be one of the major, long-range goals of any peace education.

Problems and possibilities

In our interviews with experts on peace education, we found that they usually did *not* see it as an easy task to change the teacher training traditions to make room for an adequate preparation for peace education tasks via basic training and in-service training. Several of them mentioned obstacles and difficulties.

The time for new tasks in the basic teacher training is often quite limited as these training periods are now constructed; and the possibilities to add courses in this area in in-service training are often small due to money limitations and superficial conceptions of the immediate usefulness of various possible topics. It can be noted that much teacher training, especially for teaching among older pupils, is often very strictly divided into "boxes" for different school subjects, while many aspects of peace education are cross-subject in character. The teacher training institutes are often big and complicated organizations, where any attempt to introduce new things involves processes that take time. The teacher educators may have little preparedness for these new tasks themselves. It should also be added that our knowledge of the best ways of working with peace education in school and teacher training is quite limited as yet. This is a field where we need much more research and development work.

However, problems are challenges. The task of peace education is important and has acquired some degree of international attention during recent decades. My hope is that we will see increased research, development and teacher training in this area in the near future. Perhaps the comments of our interviewees can make some contribution to stimulating the international debate related to these essential issues.

PART II

Susan Alexander (Cambridge, Massachusetts, USA)

There is much to be done. ESR (Educators for Social Responsibility) itself is involved in teacher training by having one-week or two-week institutes, usually in the summer.
AB: Do you do this together with schools of education or independently?
SA: ESR is now doing nearly all of it with universities, schools of education etc. And one policy is this: Instead of talking about the community as part of peace education, we try to build a community. First of all, we'll never start a conference without going around among the participants listening to their wishes and expectations. We try always to model everything we talk about. We don't only talk about cooperative behavior, but we present teachers with skills for cooperation they can both acquire themselves and use with their students. The participants write down what their own goals are for the institute, and our ambition is to grade them according to how close they come to the goals they have set for themselves. Our procedures aren't easy. However, when it's too easy, I get suspicious. Real teacher training should be very hard and very tough.

Robert Aspeslagh (Amsterdam, The Netherlands)

There is so much to do. In teacher training, let the student teachers first learn what has been said by the pedagogues about peace education. Let them listen to the peace talks of Maria Montessori and Freire, for example. What we have to develop first is what could be called a pedagogy of peace, showing how pedagogues have contributed through the centuries to peace-related education, non-violent education, education different from "die schwarze Pädagogik".

Anima Bose (New Delhi, India)

Values are very important. The young teachers have often learnt to be competitive and they have become used to the violence of language. For example,

in Northern Ireland, I conducted a seminar for school teachers in 1978. Many of these teachers said they could not quite understand peace and nonviolence because throughout their life they have seen "violence" as the way of life. So in fact, they have to unlearn many things. This is the first thing. Secondly, teacher training courses will have to be built up in the teacher training colleges, directly dealing with peace education, and in these courses field work is very important where they can discern subtle, covert, overt violence, and where they can use nonviolence as the alternative way of life.

I would also say that there should be some kind of award for a good peace teacher. We need to use incentives. We also need carefully written textbooks which deal with peace education, nonviolence and conflict resolution in a nonviolent way where no one wins.

ÅB: Are there any specific teacher manuals in India about peace education?

AB: Not yet, but they are in the process of preparing such manuals. They are aware of the need.

Elise Boulding (Boulder, Colorado, USA)

Well, the things that I said before about what I would do in high school and the way I taught peace myself would be relevant here. "Building a Global Civic Culture" really is for teachers in teachers college, for use in teachers colleges and peace studies programs. Perhaps I should underline that teachers are not going into the classroom with any specific sensitivity or awareness that what they do relates to increasing the peacefulness of their society and the peace-making capacity of their students, *unless* that has been brought to their attention in their teacher training. The average teacher goes in neutral. Therefore it becomes very important to utilize the period they are in teacher training to heighten their sensitivity and make them realize that what they do in the classroom can make an enormous difference to the society itself and to the children that they teach.

Birgit Brock-Utne (Oslo, Norway)

Well, a great deal of what we have been talking about with regard to the schools can also be said to have relevance for teacher training. On this

level, too, it is advantageous, for example, to address the question in various connections, e.g. within specific subject areas, like history. I also think, however, that it would be desirable to present peace education as a special course.

ÅB: Are any special contributions in this area being made at present in teacher training in Norway?

BB: There are several courses, and the topic is mentioned in the curriculum for teacher training schools. In reality, however, it is quite left up to the individual teacher, and I do not think one can say that any particularly systematic contributions are being made in this area at present.

Robin Burns (Heidelberg, Victoria, Australia)

That is hard work! The unions complained that not enough was done in the mid-1980s to support their work, though they weren't all that cooperative with the institutions that were doing something. Peace education has, like every 'social' topic not specifically included in a discipline, been at best available as an elective part of teacher education at both pre- and in-service levels. By 1989 there were probably 10 teacher training institutions with such an elective – I'd doubt that there were more than 3 or 4 now, at most.

ÅB: Are they for teachers who already have finished their basic training?

RB: Both were included... and pedagogy as well. I chose to work mainly at the inservice level, while offering an elective for those in their basic training. The latter seemed to be so concerned with classroom management issues that only a few felt able to take part in more general courses, and in 10 hours it wasn't possible to do much! Re-thinking key elements of teacher education is overdue in Australia – we've had numerous reviews in recent years but there has been no systematic change.

ÅB: What would be some of the things that you feel are most important to take up with teachers when they come to your course?

RB: Unfortunately, that is now an academic question as I have not had sufficient numbers of students to be able to teach my course (minimum required is 6) since 1987! Where I get an opportunity to introduce what I now call 'contemporary world issues' I begin with a futures exercise to raise issues, and also to delve into the assumptions which we make about the future and some ways of working with these.

One of the first things I used to do in my course was to find out their

interests in the subject and then to try and see how much knowledge that they have of some of the substantive issues. Do they know some of the relevant terminology? What are their conceptions of various issues? What needs to be done depends on these starting-points.

It is also very important to communicate to teachers the whole question of how the knowledge for the curricula is selected, organized and transmitted. Where do they have free space to make their own selection? On what basis do they decide what they'll do, for example, study this topic or that topic? It is essential to get them to reflect on the process of selecting topics. We should help teachers to realize the implications of their choice.

James Calleja (Valletta, Malta)

Teacher training is extremely important. As I have said before, you cannot expect miracles in our classrooms, teachers have to be trained, they have to be given concepts and practice in peace education. They have to do their own things, they have to make up their own frame of mind, they have to do their own research. It can be integrated in various subjects in the program of teacher training from psychology to philosophy of education. What minimizes conflicts? What starts conflicts? Such questions could be tackled in psychology of education with a peace perspective.

Teachers themselves can work on tuition models which they themselves can apply later on in the area. From my experience the moment a teacher is given a book or a text which is not directly related to the subject he or she is working upon, there might be complete rejection. It works better if the teacher himself creates his own material, based of course on other materials, but something which he himself has done and now feels he can put into practice. This I found to be more useful than any other methodology.

Terry Carson (Edmonton, Alberta, Canada)

This is a very important question. I think, in the first place, teachers do need to be knowledgeable about the current world situation. Many people bring quite a bit of knowledge and concern. The job of future teacher training must be to capitalize on this and to show how that knowledge and concern might be organized and systematized for school. My students know

about my interest in peace education and are always quite happy when I do introduce peace education topics, because they say this is one of the times that a professor of education talks about something that really matters! Many of our students are very idealistic and very caring about the future. This gives a good starting-point.

ÅB: Your students would be social studies teachers?

TC: That's right. When talking with colleagues who are specialists in other subject areas, they might have a few more problems seeing peace education as being a part of their subject area. It is a natural part of social studies, and religious studies too. In mathematics, language teaching and science, there is more resistance. Some colleagues in science deal with relations between science and society in a way that includes aspects of peace education. But many of the "hard scientists' don't feel comfortable with this.

Educational psychologists certainly need to approach problems of peace education. What is the relationship between children's concerns and actions? What is a child's concern like? I think very interesting work has been done with children which shows that children can live in objectively very violent situations but not be frightened, because they have personal security. I recall the recent British film "Hope and Glory" about a boy growing up in London during the Blitz. He doesn't feel particularly frightened. On the other hand, I think of some kids in privileged areas in Canada, who live in very fine houses, their parents have two or three cars, but they live in very insecure psychological situations.

In terms of teaching methods the relationship between knowledge, skills and values should be attended to. Teachers need help in dealing with values in teaching. Children form values from many sources, their families, the media etc.; and there are many differences in values. There are also many values that are common in American and Canadian cultures that should be questioned.

James Collinge (Wellington, New Zealand)

I think we have to deal specifically with peace education in our teachers colleges in the teacher training. It is certainly not done very much at present in New Zealand, apart from where you have a particular lecturer in a teachers college who has an interest in this area related to social studies or health. In our teachers college in Wellington, for example, there are a num-

ber of people who are interested in peace education (some of them have done my course), and who would within their work, say in social studies, health or literature, show the students how these subjects may be used for peace education.

Secondly, I think students must be helped to become more critical about the issues. I would want to see our teacher colleges turn out teachers who are thoughtful, concerned people.

Thirdly, I think that we need to address quite specifically teaching methods that emphasize democratic procedures, cooperative procedures, and methods of peaceful conflict resolutions, so that our teachers not only have the attitudes and understandings, but also the skills and the confidence to be able to operate with them.

ÅB: On these three points that you have mentioned, how would you say that teacher education in your country stands today?

JC: I think that it is difficult to say, because it to a large extent depends upon individual people within the schools. I think within teacher education there is a great deal of emphasis now upon helping people to work in democratic and cooperative ways, and certainly that is done within the colleges themselves, at least in the colleges that I know – particularly Wellington college, where there will be a lot that is done in terms of interpersonal relationship, rather than dealing with nuclear questions and global questions. But I think that if you asked people in all the teachers colleges what has been done in peace education, they may well say not very much. I think a lot of it may well be done incidently as part of the operation of the colleges, but I do not think you would find many courses lately on peace education within our teachers' program.

Thomas Daffern (London, England)

I wouldn't be presumptious in suggesting that I know what needs to be done. But I can mention some possibilities. One of the things that I think is most exciting for teachers in the field of peace education is its interdisciplinarity, that it can appeal to people from the whole spectrum of education, from science to humanities. The course that we are running at our Institute is arranged in that way. It's only a small start, but there are other courses around. Teacher training institutes in Britain are aware of and looking at these issues now. Interdisciplinarity and getting people to

think across traditional sectors needs to be done and, fortunately, is being done, but it needs to be done more. One of the things that needs to be done in my country is also to put education in general back on the agenda of society – we need more funding for teacher training, more priority given to the whole educational profession.

ÅB: What about in-service training in your country? Does that deal with peace education issues to some extent?

TD: Yes, it does to some extent. There are courses, for instance at our Institute. I know that some similar work has been done elsewhere; in Bristol, for instance, good work has been done. I think it is important that we do not have just initial teacher training in this area, but also in-service. You then come back and make contact with the latest research. It's important to have a continued feedback at all levels.

Morton Deutsch (New York, USA)

I think there is much more than teacher training involved, but I do think that teacher training is important. I think what is involved is a basic restructuring of the way in which schools function. They have to become more collaborative institutions. Most schools, in the United States anyway, are not such institutions, and the people within them, teachers and administrators, are not adequately prepared to function that way, so you need to think about how teachers and administrators can learn to work together so that school is a collaborative institution. This is an important task for teacher education and in-service training. As I indicated earlier, changing a classroom so that it emphasizes cooperative learning requires the teachers to learn many skills, for example: ways of teaching students cooperative skills; how to monitor and intervene in the student work-groups to improve students' collaborative skills; methods of composing student groups and structuring learning goals so the groups are likely to work well together; how to develop curriculum materials to promote positive interdependence; how to create academic controversies within the cooperative groups; and ways of integrating the cooperative learning with competitive and individualistic learning activities.

ÅB: Do you think that this kind of teacher training is a reality at present in this country?

MD: No, it's definitely not. There are a number of institutes training people

in cooperative learning, but the groups involved are small. Many of these people are isolated and their training doesn't get applied.

Virginia Floresca-Cawagas (Quezon City, The Philippines)

In teacher training there should be a focus both on content and on principles and methods of teaching. In our country we have included, for example, two new subjects in the Teacher Training Curriculum – Social Ethics I and II which deal with the concept of valuing and moral decisions.

ÅB: This is in basic teacher training?

VFC: Yes. I also recommend that in the enrichment of the principles and methods of teaching, a focus should be on new methodologies which include the more participative and more peaceful techniques of teaching. Creative teaching-learning activities should be introduced in the teacher training program. Courses in conflict resolution, active non-violence, negotiations and consensus should be introduced.

In our country there is a move now to offer at least three units of peace education as one of the subjects in teacher education. Peace education is also being offered as an elective in the liberal arts courses. At least one university offers Peace Education as an area of specialization in the graduate program of education.

ÅB: And what about in-service training – is there a need for peace education there too?

VFC: All the more, I think, there is a need for peace education in in-service trainings. Teachers who graduated from the universities a long time ago need to be informed, updated, and made aware of the things that are developing in terms of methodology. That's what I am involved in now – workshops and seminars for in-service training – not pre-service.

ÅB: What kind of workshop or courses do you give then – what is the time range?

VFC: There are various kinds. It could range from a one-day seminar to an 11-day 3-unit credit course.

ÅB: Can you explain that?

VFC: When teachers go for training, it is either noncredit or for credit. An 11-day training is usually a credit course where there are universities that credit it towards a graduate degree. This introductory course presents the six major peace and conflict issues that I enumerated earlier and then a

series of pedagogical principles are discussed, demonstrated, and practiced. But not all teachers and not all schools are able to give time enough for this course span, so sometimes we do it only in one day or two days.

ÅB: When you talked about 11 days, would they be in one block or would they be spread out?

VFC: One block, and usually we give it in the summer-time; this is the regular time for teachers to go for advance graduate classes or other type of inservice training.

Celina Garcia (San José, Costa Rica)

In general, I think teachers need to have more training in creative ways of using non-violence within the classroom, within the school system, within the educational system. They need to be more aware that peace begins at home and home is the classroom, that the injustices done to their students is a real problem that has to be dealt with. We tend to ignore it – we are telling our students by our actions that we don't care, and then we say that we love peace, that we love disarmament – I'm talking about this now from my point of view in Costa Rica. It's very nice that we are so peace-loving generally, but when a teacher makes the choice of not addressing himself or herself to the needs of their students who suffer from nearby violence, sexism or racism, there is a problem. We have to be models continuously, and we have to hold on to values. In our era we are too afraid to say: This is right and this is wrong, but we know it from our constitutions, we know it from our religions, and we know it from all the international agreements that we have signed. Applying human rights in our classrooms and caring are very important. I think we should develop a new teacher with ability to display sensitivity and support.

Henk B. Gerritsma & Daan Verbaan (Groningen, The Netherlands)

DV: Teacher-training courses can be orientated towards subjects such as underdevelopment, peace and war problems and environmental pollution. It is important to stimulate teacher-training institutes to pay more attention to these problems, both in their own education programs and in their in-service training courses for teachers. Such teacher-training courses could

be one of the conditions for a better implementation of specific themes in school.

HG: We have paid much attention to teacher training. Firstly, we have done research into the questions and needs of teachers with regard to education on political conflicts and problems. On the basis of that research, we have developed, in addition to teaching materials, publications with background information for teachers. Besides, we have organized courses for teachers who participated in our projects, as much as possible in cooperation with the existing institutes for teacher training; not only on the contents of peace education, but also on the didactics.

Secondly, we have paid much attention to publishing the experiences which we acquired from our school-directed projects; not only in books, but also in many articles in teachers' magazines. It's worth noting that, among others, we have published a handbook on Peace Education in School Subjects, and that a new handbook on that theme is being prepared.

Thirdly, we have organized regular teachers' conferences on peace education, to discuss and evaluate the projects and teaching materials. As to teacher training, our strategy has been directed to the integration of peace education into the programs of teacher-training institutes; both with regard to the education of students and to refresher courses for teachers.

Haim Gordon (Beer-Sheva, Israel)

I think I have touched upon that before. The training should promote encounters. The teacher training institutes, for instance, are separate in Israel for Jews and for Arabs, and there is no need for that. I would unite them. Even though students would learn different languages, they would at least have to live together and meet each other.

Magnus Haavelsrud (Tromsø, Norway)

Future teachers must be allowed to practise developing the content in a new way: project-oriented work in developing content and in working with the local community, a dialogue which is generally more comprehensive, a greater openness. I don't think Norwegian colleges of education have done very much in that direction so far.

Ian M. Harris (Milwaukee, Wisconsin, USA)

I think what needs to be done in teacher training is more emphasis on cooperative learning as opposed to competitive learning, teaching how to set up cooperative learning goals. I think that many teachers and many principals can set up schools in a way so that teachers who use cooperative learning techniques can provide very important lessons in peace education, even though they never use the word "peace". Not that I am opposed to using the word "peace", but I do think that cooperative learning is an extremely powerful tool. I also think that teachers need a chance in teacher training courses to look at their own patterns of violence and non-violence and talk about their own attempts to achieve justice and what has succeeded and what has failed.

Petra Hesse (Boston, Massachusetts, USA)

It should be part of teacher training to take courses in conflict resolution. Student teachers should learn how to encourage age-appropriate conflict resolution skills and take classes on children's political development, how to foster children's political awareness and how to foster children's sense of political responsibility. As part of the schooling in democratic countries, I think it's important for teachers to know what we can actually do to foster skills in children that make them competent participants in a democratic process. That's something I have become really concerned about here, because in the course of my media research I see how much propaganda children are exposed to. Children's education is not democratic, because they are not truly exposed to a whole range of positions or opinions, but are frequently indoctrinated with information; they are not given alternatives to choose between. Teachers should know about multi-cultural education and definitely receive some kind of media literacy training, a training that enables teachers to encourage children to analyze messages from different media critically.

ÅB: Are these things – that you now say are important for teacher training – already within teacher training in the U.S. or are they usually not?

PH: In some places, like the college I am teaching at, they are. My college is very much committed to multi-cultural education and employs researchers who study the political development of children. So I feel I'm

working in an environment where there is a strong commitment to train teachers to be peace educators, but I don't think that's generally the case. I feel there are some programs in this country that are very much committed to issues of peace and justice, but not many. Most of them are, I guess, in small private colleges.

ÅB: Are in-service courses given in this area?

PH: There are some, but I feel I don't know enough about it. I know that there are some school systems that actually bring in Educators for Social Responsibility for in-service training, and I know that Educators for Social Responsibility all over the country has link-ups to schools, even through individual teachers who sort of spread the word. I go to quite a few conferences of educators at the state or national level, and I have a sense that some of these conferences are attended by many teachers and have a lot of workshops on peace education, environmental education, and multicultural education, but I cannot tell you what precentage of teachers actually attend these workshops. There are definitely opportunities for teachers to learn about peace education, but I guess the spread is somewhat limited.

David Hicks (Bath, England)

Clearly part of teacher training courses needs to be related very much to the concerns of peace education or global education. There were some examples of that earlier. One of my early pieces of research in the mid 70s was about what teacher training courses existed that dealt with global issues, and there was an interesting mixture of geographers, historians, religious education teachers dealing with peace issues. But the mid 70s in England was also when teacher training was changing from a Teacher's Certificate to a Bachelor of Education degree, and with the tightening up that came in the B.Ed. degree, many of those courses disappeared. You would, I think, now only find them where you had an enthusiast in the college of education or university who particularly wanted to run a unit or a module on world studies.What I would like to see would be that for all students training to be teachers some foundation course existed under a heading of global education. I hope that may still be possible at some future date.

ÅB: What about in-service training in this area?

DH: I think that projects like World Studies 8-13 and other groups that

promote global education have often given in-service courses which gained a high reputation because they were very participatory and enjoyable, whereas traditional in-service courses tend to be seen as extraordinarily boring, because university experts come in and tell teachers what they need to know and then go away again.

ÅB: Would such in-service courses be available to most teachers?

DH: Not now, because of money restrictions. I do know one or two Local Educational Authorities that are running world studies in-service courses now, but time and money constraints are very much limiting what is possible.

Kathleen Kanet (New York, USA)

First of all we have to legitimize the fact that the teachers have to continue to learn. When I was principal of a school back in 1969, I instituted that we would dismiss school one day each week at 1 o'clock and the teachers would stay on for three hours of in-service. I felt it would be better if children came to school four days a week and the teachers went to school and learned one day a week; that would enhance a quality of what is going on in school. Our in-service afternoon did enhance the quality of the school. So I think you have to legitimize that kind of thing and build it in.

ÅB: What about the initial teacher training in this respect?

KK: Peace education should be part of the college or university. How could it not be? If I am making a case that peace education is quality education – it has to be. There is movement in that direction now, and there are teacher educators who are becoming more and more committed to that through Educators for Social Responsibility, through COPRED etc.

ÅB: What about initial teacher training in this country at the moment? Would you say that you think these questions are dealt with adequately?

KK: No, I think there is room for much more.

Søren Keldorff (Aalborg, Denmark)

Again, I don't think I am the right person to answer that question, and I would like to refer to people who have daily experience of teacher training. But, among other things, it seems natural that the trainee teachers should

orient themselves towards the issues of the psychology of peace (knowledge about prejudice, enemy images, how violence becomes accepted, etc.). After that, the possibilites of taking up the various perspectives of the pedagogy of peace could be explored within each separate subject.

Herbert C. Kelman (Cambridge, Massachusetts, USA)

I think that what you just said may be the answer also to what needs to be done in teacher training. Given these tremendous ambiguities, we are really dealing with some fundamental philosophical issues, issues having to do with the nature of social science and issues having to do with the role of values in education. There are really some basic issues, and I think they cannot be easily reduced to slogans as we are often trying to do. It seems to me that one of the things we need to do in teacher training is to go beyond training in the substance. I think we also have to introduce into the training precisely the kinds of activities you were just hinting at with respect to public education: some ways of helping the teachers grapple with the issues here. How do we make distinctions? How do we determine what are the legitimate alternative positions? What are the limits of introducing values into the teaching process? When can't you avoid introducing values? I think teachers have to be encouraged to think such questions through.

It's not a random selection of people who are concerned with peace education. So there is a risk that the teachers who share that agenda will teach it and teach it enthusiastically and those who don't share it will, if they have a choice, choose not to teach it, and if they have no choice, teach it unenthusiastically. But I do not propose that we simply say: Let every teacher do it in line with their own values. If we want to get around the problem, we really need to help teachers address these kinds of meta-issues of peace education in addition to the concrete issues of what needs to be taught and how it should be taught.

Alberto L'Abate (Florence, Italy)

I think it is important to teach teachers how to do research. Some of them know, but some of them do not know how to do research. For our teachers to do work that can be relevant to peace education, they need a lot of

information. For example, many of them do not know what non-violence is. Sometimes they believe that if you are courageous, you have to be violent. So you have to prepare them by special training, involving cognitive, emotional and behavioral aspects.

ÅB: You have worked quite a lot with non-violence training. What are some of the methods that you use?

AL: Brain-storming is quite useful and is very nice because it involves everybody in searching for the solution of a problem. Role-playing is also very important, because it puts you in the position of your adversary. These methods are useful in training peace activists for blockades, for example. It is difficult to blockade because you are going against the law, but it can be done properly with a lot of training before, simulating the blockades. Some play the roles of the police and then you change roles so that those who have been police become the participants. We use sometimes theatre also, and sometimes cooperative games etc. I think all these methods are important in non-violence training for peace activists.

ÅB: What about general teacher training in this country? Does this now to some extent deal with peace education efforts?

AL: I do not think so.

Linda Lantieri (New York, USA)

Basically I feel that we really have to help teachers to learn a lot, because this is not something they have had in our country in their own school experience or teacher education.

So first we have to help people look at their personal feelings, attitudes and behaviors in relation to peace and conflict before they ever are going to do it with kids. We offer 40 hours of training, and that is a lot of hours to give in a particular training program. We also need more courses at the university level. I am currently teaching a course at Hunter College in conflict resolution in the Education Department.

ÅB: And those 40 hours are given to teachers who are already in service?

LL: Yes, and who are choosing to be in our program.

Max Lawson (Armidale, New South Wales, Australia)

I think that a small segment called education for peace could be incorporated in any fundamental basic compulsory course in education. It would be a first step at least. In my own special course in peace education I am only reaching a limited number of people. In teacher education, it might be difficult to have special courses in peace education, but it should be a component within the core of things that all students have to do.

Stig Lindholm (Copenhagen, Denmark; Sweden)

I feel like an amateur in this area, since I have only been involved in continuing education concerning the developing countries. What I would like to bring up for discussion in teacher training and in the continuing education of teachers is their role as models and examples, to make an issue of it and discuss how it is experienced by teachers themselves. I think it's important for teachers to be visible, but that's something that may come into conflict with the demand for objectivity. I think it's essential that teachers have the right to clarify where they stand. It would be confusing if they had to feign some kind of total neutrality. You shouldn't underestimate young people's ability to draw their own conclusions and take a stance. In my opinion, they follow neither their teachers nor their parents in a slavish way.

As for the questions concerning the developing countries, we thought it was very important to explore contexts and structures. Pictures of starving children and other things that aroused compassion were often used, and then we pointed out that you must also try to understand how things are connected. The same thing goes for the questions of peace. Among other things, I wish that, at least in teacher training, the different types of explanations within peace research were brought up. If I remember correctly, Håkan Wiberg has done so. You should obtain a certain overview of the various theories that exist, so that you get the intellectual tools and can complement the emotional with an intellectual analysis.

Mildred Masheder (London, England)

My experience of teacher education in our country over the last 20 years

has been that the training has been far too removed from the classroom, that it has not been practical enough, that the whole attitude has been "academic". So I feel that one of the aspects to be emphasized in teacher training is the need to be much more aware of the practicality, dealing with what you can do in the classroom. We would also need more emphasis on relationships between persons in the teaching of psychology and in the training in general: Relationships with parents, with authorities, with the head teachers, with the children and of course with other teachers.

ÅB: Now we have been talking about teacher education for new teachers. Do you have any comments on in-service training?

MM: Well, that's what I'm doing myself. There is a great need for that in peace education, since most teachers have not got any training in this area at all. They have not had any experience with drama etc. One of the aspects I deal with in my own workshops is conflict solving.

Gerald F. Mische (New York, USA)

Again I would come back to the importance of the concept of interdependence. When I speak to teachers or to administrators, I often say that there is a risk that your students today will come back after they graduate and say: "Give us a substantial part of our tuition back, because you did not prepare us for the interdependent world in which we have to survive." We seek to help teachers read the signs of the times in the framework of global interdependence to help them redefine the concept of security. We discuss this in workshops and seminars. Whatever your issue is, you should be able to look at it from a global or world order point of view: let's say Housing and world order, Aging and world order, Environment and world order. So it's a question of helping people to see how their issue that they are teaching about is impacted upon by world developments. My own perception is that significant progress can be made by helping people understand interdependence.

Valentina Mitina (Moscow, Russia)

I think we have some problems in preparing new teachers at the teacher-training institutes. While they are taught about the subjects they are going

to teach – let's say physics, chemistry etc. – they have special parts of the courses that deal with disarmament and peace education, but this instruction is comparatively short. We need to extend it, perhaps even have a special course on peace education or global education, which they have in some institutes.

About a year and a half ago we started the Soviet movement "Educators for Peace and Mutual Understanding"... I am on the board of that, my responsibility being international cooperation among teachers. Through this organization, we are now trying to prepare special courses for teacher training.

ÅB: Is this a large group of teachers?

VM: It's a movement, it's not a group. In every region of the Soviet Union, we have people who accept our goals and means, and so they are becoming more active in this. Some of them were active earlier, but simply were not enough informed, well-oriented or cooperative. Now we try to find the most urgent problems that we have to solve together. One of these problems is how to help teacher-training institutes with peace education.

Robert Muller (Escazu, Costa Rica; New York, USA)

I would not be able to tell you because I am not an expert in this field. All I can do is to refer you to Betty Reardon, who is one of the United States' and the world's greatest experts on peace education (at the Teachers College of Columbia University).

One thing I would nevertheless like to say, it is that teachers should never forget that the UN has become the greatest peace educator on earth. This is where you have the most advanced knowledge on everything having to do with human cooperation and peacemaking on earth. The UN with its 32 special agencies is an incredible wealth of knowledge for humankind, in all global fields. This should be made available to the children and to the young people of this planet. Alas, there are no educators in the UN, because this is not the primary role of the UN. However, educators should communicate the information on world cooperation to the children. This is a momentous historical duty of them. Therefore I would again recommend to educators to be in touch with UN associations in order to tap the immense knowledge and experience of the United Nations in human cooperation in practically every field on earth from astrophysics to the atom, from

outer-space to the seas and oceans, from the deserts to microbiology etc. etc. This is the greatest contribution educators could make to international understanding, because it is not only the understanding of different languages, of different ways of life, or different cultures, but it is really the beginning of a cooperation between cultures and peoples all around the world to solve our global, planetary problems. This could be very inspiring to children and have tremendously important consequences.

Eva Nordland (Oslo, Norway)

Here I can give a brief answer. Bring up the wide concept of peace with the trainee teachers in the way I mentioned in connection with the pupils, so that the future teachers can get involved in the same process.
ÅB: To what extent does this take place at present in the training and in-service training of teachers in Norway?
EN: Many schools of education are involved in these activities, and many teachers at schools of education are doing a very good job. But of course there could be more of them, and more could be done. There is a similar situation in the in-service training: a great deal is done, but considerably more could be done. The authorities should provide the incentives for more activities in this area.

Mitsuo Okamoto (Hiroshima, Japan)

There are two ways. One is to introduce the full-fledged peace studies course in the old pedagogical department in Japan to teach peace studies. Teachers can be trained by taking some three or four core courses on peace studies, and then this can be a major contribution to the ability of teachers to teach about peace when they become professional teachers. Secondly, if this is not possible, we could set up a kind of summer course, as inservice training for teachers, for four or five weeks, giving them an opportunity to get themselves immersed in the area of peace, whereby we not only teach teachers the various contents of peace studies, but also the attitude or the basic philosophy related to peace education. In other words, we would deal with a peaceful way of living a peaceful life style which does not violate other people's human rights or the rights of other living beings. So it

should not only cover the transfer of knowledge, but should also deal with peaceful behavior where we refrain from exploiting nature and from exploiting other people.
ÅB: You mentioned two possibilities: Would you say that some of these opportunities exist in Japan today?
MO: The international peace studies course in my former university is within the sociology department, but it can also be offered to teacher trainees. And the same is true of some other peace studies courses. So it does exist to a limited extent. The second form does not exist at present in Japan. But this peace education conference – which lasts for only two or three days – can be mentioned here: It's not a satisfactory institution for in-service training, but something which *partly* fulfills what I have in mind. I heard that some African students study peace research in Oslo for a couple of summer months, being able to go back to educate children about peace. This kind of long-term arrangement is very much desirable.

Priscilla Prutzman (Nyack, New York, USA)

We need to give teachers the skills and support.
ÅB: And you think this is something that should be done both in basic teacher training and in in-service training?
PP: Yes, definitely. There is a great interest in this also.
ÅB: Is it done in basic teacher training to some extent?
PP: I do a lot of that. I teach two or three courses a year through teachers' centers, through colleges and universities, mostly graduate programs.

Hanns-Fred Rathenow (Berlin, Germany)

Our system of teacher training in Germany and also in Britain and the Netherlands is devoted to spezialized subject studies geared to the final examinations. There is too little a training in achieving competence in the general educational field or getting competence in sociological, psychological and philosophical backgrounds. What strongly is needed, I think, is increasing the understanding of the structures of our society; to discuss its problems from sociological, educational and psychological viewpoints as an integrated approach related back to the role of being a teacher. We don't

educate politicians or lawyers, we are educating teachers, which means that the problems of society, the problems of the political area for example, should be related back to the question of what role the school should play in a particular society. And teacher training should also emphasize practical aspects of the teaching profession, not only the theoretical subject matter. The framework of the "International Workshops on Peace Education" for student teachers, for instance, has functioned as a successful instrument to provide students with practical skills as well as theoretical knowledge on the basis of project work. The work of the Teacher Training College Groningen and our experiences at the Department of Education at the Technical University of Berlin have proved the success of long lasting group work, for at least a year. Then close relationship arise, which leads to a climate of confidence between teacher and student, to a climate of warmth and personal relationship, which promotes a more profound educational experience. Even in this case "practice what you preach" is a good help.

Douglas Ray (London, Ontario, Canada)

I think we have a very serious problem in asking teachers to be informed on all things, so what we need to do is to provide them with strategies rather than with detailed prescriptions on content. I have seen lists of the things which a good teacher should be able to do. The list alone would occupy several pages, and it would take half a life time in order for a person to become proficient in all those areas. I have met personally only two or three persons that I consider to be competent in all of those fields, and I think it is absolutely unrealistic for us to expect this for all the teachers or even all of the teachers of social sciences or history. What we have to propose is: These are a limited number of realistic and important objectives. We would like you to make sure that they are incorporated properly into your program, and we must make sure that there are resources which the teachers can draw upon and examples with which they are familiar. We also have to make use of the interests the kids have in a particular community and be aware of what might promote undesirable reactions in that community. So I think that the consideration of what does the teacher know, what does the community expect or tolerate, what are the kids interested in may be the three points on which I would try to hang a program in teacher training.

ÅB: Does the regular teacher training in your country involve some peace education at the present time?
DR: It involves some peace education for a small number of teachers, but not for the majority. I think that *some* aspects of peace education should be familiar to *all* teachers in the primary schools, because it is typical there for one teacher to teach almost all of the subjects in the school. In the secondary schools it is usual in Canada to have subject-matter specialization, and there I think it would be appropriate for only the teachers who are directly involved in the social sciences and history to be required to have a *considerable* information on peace education. However, it would be a mistake if we were to exclude (for example) the chemistry and physics teacher from any mention of peace education in their subject, because in a number of areas a use of science in the service of peace or war is critical.

I think another point that might be mentioned in connection with teacher training is: We should do more to try to make it possible and even likely that many of our teachers would have experience of another culture, if possible, in another country. Whether this is done as part of their teacher training or as part of their early teacher experience by exchanges of persons might be less important. I think the experience of actually living in another country for a period of time is much more important than merely studying about something in a book. This may be particularly important also for administrators, because the notion that our ways of dealing with problems are *the* right ways or the best ways is seriously open to doubt. Particularly for persons who are administrating schools some kind of international experience, preferably in a school in another country or in a university abroad, I think would be a very important qualification for good administrators.

Betty Reardon (New York, USA)

Teachers need peace education programs. Every teacher needs such preparation. It has to be included both in basic pre-service teacher education and in in-service training. Some things are fairly general: teachers need training in the teaching methods for peace education, conflict resolution and in handling value discussions, inevitably raised by issues of peace and justice. But peace issues should also be a topic within each subject area. As I see it peace education should be a fundamental purpose of education, a major

concern; and each teacher should be familiar with the basic body of data and analytical methods within the field of peace studies.

Tom Roderick (New York, USA)

Our program is based on staff development. We feel that this is absolutely essential. If you just hand a peace curriculum to teachers, it will probably have no effect at all. Teaching about controversial issues in a sensitive way is a different way of teaching. When teaching conflict resolution, we find that we need to begin by helping people find ways of dealing better with conflict in their own lives, including the way they view conflict and the way they handle their anger. – We're dealing with very basic things here.
ÅB: I understand that you are doing workshops with teachers that are in-service. Have you also been involved in any initial teacher training?
TR: We do some workshops in colleges of education, but that has not been done to any great extent. It would be wonderful if colleges of education could move more in this direction. These topics should be part of training for new teachers. They should be dealt with in methods courses and in philosophy of education courses. People should be thinking right from the beginning that one of the purposes of education is to foster the development of an active citizenry: people who are going to be responsible for the future of the world, where the future cannot be taken for granted.

Paul Rogers (Belfast, Northern Ireland)
& Maura Ward (Blackrock, Co. Dublin, Ireland)

PR: There is a need to raise awareness in teacher education regarding the possibilities of peace education. We also need to bring schools together across the political and religious domains. There is something being done in teacher training related to peace education, but not to the degree that we would like. The same is true for in-service training. There have been some courses, but there is a great need for more. In Northern Ireland we have introduced the term "Education For Mutual Understanding" to a new common curriculum. Peace Education has a lot to offer this new area.
MW: It is very important that teacher training colleges introduce "Peace Education" into their courses. Young teachers need to be comfortable with

their subject and if they learn to promote peace through their teaching while in school and are made aware of the need to do so they will more readily do this when they are appointed to a school. Groups of teachers who have had the experience of working in the Third World have been active in this area, helping to promote peace and justice education in our schools.

Bogdan Rowiński (Konstancin, Poland)

I think that the most important problem for teachers and also for pupils is a feeling of helplessness. I have talked to many people about these issues, and they say: What can you do? You can do nothing about nuclear weapons. This is a very common feeling, and it is also present among teachers. So first we have to create the feeling of being able to influence things. If the teacher feels that he can change things, he will teach children in the same spirit. The next thing, in my opinion, is new programs for the schools. The programs of the schools are quite old now and not up-to-date.
ÅB: Would you say that peace education today is attended to in teacher training?
BR: I think usually it is not. I don't know the details, but I don't think it is given much attention.

Paul Smoker (Yellow Springs, Ohio, USA)

Well, I think we have touched upon that. I think there is a big need for teacher training colleges to develop a number of courses and approaches, both for "peace education" and for "education for peace". When I went to teacher college, I was very lucky in going to a new college that was very committed to the activity and participation approaches which I view as an integral part of education for peace. I think teacher colleges can develop teaching materials and try them out in classrooms, and make them widely available. They can provide things such as day courses, weekend courses, up-grading courses so that the teachers get introduced to this area. I am hoping this is going to happen in Britain.
ÅB: At the present time, what is the situation in teacher training? Are there plenty of courses of these types?
PS: No, there isn't. You could find an odd course here and there. The peace

study center at St. Martins College, where David Hicks gave such courses, has recently closed.

ÅB: Why was that closed?

PS: A lack of support, generally. David Hicks has done wonderfully to maintain it for so long, in spite of difficult circumstances. So I think it is really important for the teacher training colleges to do what they can for peace education.

Toh Swee-Hin (Edmonton, Alberta, Canada)

I have dealt with some aspects of this question already. One additional point would be to stress that there is a need to make available resources that teachers can use effectively. Usually the best resources are those that have involved teachers in producing the materials. Such materials take into account the difficulties in teaching various topics and draws on the skills of the practitioner. But another underpinning challenge lies in the paradigm held by teacher educators themselves – are they critically aware of the problems of peace, and most importantly, do they have a commitment to building a peaceful world?

Judith Torney-Purta (College Park, Maryland, USA)

In the United States in-service training of teachers is of the greatest importance because there are so many teachers with little training in international education. Creating a felt need among teachers for more knowledge and for ways of involving students more actively in schools is important.

Lennart Vriens (Utrecht, The Netherlands)

Teacher training should try to get the future teachers interested in the peace problem. Maybe they should be introduced to the peace-education projects that teachers and other organizations have developed. They should get the intellectual baggage of the peace problem, but they must also see that it's possible to handle this in the classroom, even under difficult circumstances.

There have been some projects which have tried to develop peace education in teacher training courses, but so far the development is not satisfactory.

ÅB: What about in-service training for teachers? Are there such courses dealing with peace education at the present time?

LV: Yes, there are some. Sometimes we have city councils who try to develop peace education. Then they might arrange specific courses on peace education for teachers, and sometimes they establish a Center for Peace Education to make materials available to the schools and to organize evenings with teachers. There is a lot going on.

Riitta Wahlström (Jyväskylä, Finland)

I think we need seminars for teachers on peace education. I said earlier that there are many prejudices in this area, and that many people do not know at all what the term stands for. This is probably still true for many teachers. This would be an important area for teacher training all over the world, and it should take up basic concepts and aims as well as teaching methods. I also think that the kind of pedagogy I mentioned earlier, the Freinet or Freire type of problem-solving and discussion approach, would be relevant also in teacher training in order to get the teachers committed.

Zlmarian J. Walker (Brasilia, Brazil)

First, people need to be aware of the peace issues and the peace education possibilities. Just making people aware is a good step. Then, providing instructional materials and convincing the authorities that this kind of education is useful is an important area. A lot of teachers are really convinced that this is a vital area, but others have to be "warmed up".

ÅB: This is not a part of the regular teacher training now in Brazil?

ZW: No, in no place that I know of.

ÅB: When you are giving these seminars for teachers, what do you usually include?

ZW: Usually I include concepts as global perspective, interdependence, racism, sexism. I am making the teachers familiar with organizations that promote peace: Who works for this? How do you find out? What "goes on

in peace"? We try to arrive at a vision of the future – a vision of the future as a peaceful world. Sometimes I also bring in cooperative classroom strategies. I try to make it practical, analyzing literature that the teachers have available, in terms of how it could be used for purposes of peace education.

ÅB: How much time do you devote to such a session with a group of teachers?

ZW: Outside our own school, it's just maybe a three-day course or a one-day session.

Christoph Wulf (Berlin, Germany)

Many teachers of history and social studies need to be given a much deeper acquaintance with the themes, contents, methods and aims treated under the concept of peace education. In addition, much is to be said for bringing themes of peace education into the training of teachers within the general area of educational sciences and treating them there. Here, much more should be done than at present.

Richard Yarwood (London, England)

A lot. One of the major problems in teacher training is, I think, a function of the time and nature of the one-year course, the "conversion" course that converts graduates into teachers (there is more potential in the longer B.Ed. course to do things). This one-year course is how the majority of our teachers are trained. The problem in this country is that it's a 30-week course. There is so much to pack in in that short space of time, and it's quite a tense situation for a young person to be in, who might not ever have taught before; there is really no capacity for the person being trained to ever question really what the objectives of the training were or the methodology or anything. They are just pleased to get through the course!

One then has the problems of going as a *young* teacher into a class of 30 children and it's really about control. In this situation the climate for introducing peace education into school is not the best one. New training techniques like simulation games are rarely looked at in teacher training except in a token way.

Hence, a major problem is timing – I think the teacher training should be two years basically, allowing the individual teacher the opportunity to express her or his personality in their teaching and giving them time to be trained in new and exciting methodology.

ÅB: Do you see any ways of making up for these difficulties in the in-service training? What can in-service courses mean to peace education?

RY: In-service training is crucial, really, as new techniques and new materials are coming up all the time. As I said, the new centralized method of in-service training makes it very difficult for anybody to get much such training, especially together with colleagues. It is important to realize that a teacher is learning all the time and that the in-service is the way that they are encouraged to learn. This is the way groups like ours come in. We will take part in in-service training situations, partly because we've got the expertise and have been concentrating on our particular area, but also unfortunately because we are the only resource available.

There are all sorts of training schemes for teachers. The standard one is that the local teacher center or an advisory teacher arranges a one-day session. It is my experience that most teachers feel that it's such a nice thing to get away from school one day and to meet people who have got so many common problems that you find it very difficult to stop them talking, so we've built in that support function into the training, which is about teachers' own confidence level and empowering. One problem in in-service training in our present system is that it is so infrequent.

Nigel Young (Hamilton, New York, USA)

I think that teacher students would have to work in real world projects. I don't think you can teach teachers to teach peace education. I think that they have to try it themselves. I don't think there is any substitute for that.

References

Bjerstedt, Å. (Ed.) Fifty peace educators: Self-portraits in passing from twenty-two countries. *Peace Education Reports*, No. 7, 1993. (a)

Bjerstedt, Å. (Ed.) *Peace education: Global perspectives*. Stockholm: Almqvist & Wiksell International, 1993. (b)

Bjerstedt, Å. The "didactic locus" of peace education: Extra-curricular, mono-curricular, cross-curricular or trans-curricular approaches. *Didakometry*, No. 74, 1993. (c)

"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-200 45 Malmö, Sweden).

At present "Peace Education Miniprints" will also function as aids in the networking activities of PEC/IPRA (the Peace Education Commission of the International Peace Research Association).

ISSN 1101-6418